 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name: Molly Olsen**  **Lesson #: 4 Facet: Perspective**

**Grade Level: 8th Grace**  **Numbers of Days: 4**

**Topic: Writing**

**PART I:**

**Objectives**

**Student will understand that** being able to comprehend other's stories, and write out their actions, will allow them to view other's personalities, and hence see more clearly how they feel in different situations.

**Student will know** that while the script is a very large part of this project, they will need to be able to convey their ideas to people's eyes as well, and that being able to stimulate both will change how they and others understand the story.

**Student will be able to** imagine experiences and events through a narrative lens using a comic-book style learning device.

**Product:** A comic made in ComicLife which outlines what will occur in your script's scene.

**Maine Learning Results (MLR) or Common Core State Standards (CCSS) Alignment**

**Common Core State Standards**

* **Content Area:** English
* **Grade Level:** Grade 8
* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Rationale:** Some students see stories best through graphics, in this case, pictures in a comic. While words and phrases are still present in these projects, they give the student a better idea visually what their scene may look like, and help them better understand it in this way.

**Assessments**

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

The students will use "Quick Writes" to swiftly jot down the ideas or an outline in words or pictures of what they want to put in the comic in eight minutes.

**Section II – timely feedback for products (self, peer, teacher)**

The teacher will grade the comic based on a rubric explained and posted on her website (which the students have access to) beforehand.

**Summative (Assessment of Learning):** The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Integration**

**Technology:** Students will be using "ComicLife", a comic book-styled computer program, which helps students make comics from their original stories and ideas. In this lesson, students will be using the program to map out their adapted fairytale scene.

**Content Areas:** Art / English - Students will use both words and images to convey and portray their story.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

Flowchart: Students will put setting, characters, scene plot, quotes they want to be sure to include, and other notes in each of the five sections of the paper.   
Think, Pair, Share: Involves a three step cooperative structure.  During the first step individuals think silently about what they will put in their comic and jot down quick notes. Students then pair up during the second step and exchange thoughts about each others comic ideas. Students then make the comic, and in the third step, the pairs share their responses with other pairs, other teams, or the entire group.

**Section II – Groups and Roles for Product**  
I will count to 10 twice and each of the students will pair up with whoever has their corresponding number. After sharing ideas with these individuals, the students will finish making their comics and then share them with the rest of their classmates in a round robin style.

**Differentiated Instruction**

**MI Strategies**

- **Verbal**: The comics will feature dialogue, just in a new and interesting way. Whether it's in captions, thought bubbles, or word bubbles, the way they're setting up the text will allow them to re-evaluate their words and see them in a new light.

- **Visual**:The comic book will allow students to get a first real glance into what they have been writing. It's the first time that people are actually portraying what they have written in their scripts.

- **Kinesthetic**: Students may pose for pictures to be used in the comic to represent the characters in their story.

- **Musical**: Allow students to listen to music with their headphones on, while they are working in the part they work on alone.

- **Interpersonal**: In the "think, pair share" portion they will get to discuss their pieces with other students to see what they think, explain their own feelings toward the story, and ask questions of each other.

- **Intrapersonal:** Students will be given the option to just take pictures off of the internet instead of posing for them, or asking others to, in case they'd prefer to just sit and work quietly.

**Modifications/Accommodations**

**From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)** I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.

**Plan for accommodating absent students:**

Absent students will be asked to stay after class for instructions on how to use ComicLife and information on how to go forth with the project. Using the graphic organizer, they will create an outline for their comic story, and if it has been "OK'd" by the teacher they may finish the comic at home as homework, which will be due at the next meeting of class.

**Extensions**

**Type II technology:**  
Students will use ComicLife, a comic-making computer program, to see their stories in a different light. When students have been working with a script for so long, the words tend to feel a bit overwhelming, and students need some gratification in the form of actually seeing their piece. This activity gives them that, and also just a better idea of what their script will look like, in a more visual fashion than they were achieving from reading their script.

**Gifted Students:**  
Gifted students will be given the option to make a creative cover for their comic either using Comic Life, another computer program, or through collage-ing if they wish.

**Materials, Resources and Technology**

- Paper

- Internet Access

- Laptops

- Comic Life Program

- Colored Paper

- Scissors

- Printer ink

- Printer

- Webcam or Cameras

**Source for Lesson Plan and Research**

**Graphic Organizer**: <http://www.eduplace.com/graphicorganizer/>

**Comic Life Tutorial:** <http://www.macinstruct.com/node/69>

**Cooperative Learning exercises**: [http://w4.nkcsd.k12.mo.us/~kcofer/social\_cooperative\_structures.htm](http://w4.nkcsd.k12.mo.us/%7Ekcofer/social_cooperative_structures.htm)

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)

**Day 1:**- Hook: Show examples of comic strips of famous books, movies, or current events using projector. Discuss how comics can tell stories differently from scripts. (15 minutes)  
- Explain the assignment to students, and ask if there are any questions. (10 minutes)  
- Have students brainstorm what they're putting in their comics using the graphic organizer. Students will put setting, characters, scene plot, quotes they want to be sure to include, and other notes in each of the five sections of the paper. (30 minutes)  
- Give students a brief explanation of how to use ComicLife (15 minutes)  
- Allow students to mess around with the ComicLife program (10 minutes)

**Day 2:**- Ask students to print out a blank template from Comic Life and draw in with stick figures, easy objects, and basic dialogue  (30 minutes)  
- Tell students to get with a partner to share their comic ideas and give each other feedback. (15 minutes)  
- Allow students to work on their comic (35 minutes)

**Day 3:**- Allow students to work on their comics (75 minutes for whole class)- Tell students that whatever part of their comic is not finished they will be finishing for homework (5 minutes)

**Day 4:**- Allow students time to print out their comics. (10 minutes)- Have students present their comics in front of the class, briefly describing what their ideas were and where their scene is going. (65 minutes)- Collect final products. (5 minutes)

**Content Notes**

- Students will understand that being able to comprehend other's stories, and write out their actions, will allow them to view other's personalities, and hence see more clearly how they feel in different situations.  
- This whole unit is about seeing one thing in multiple ways, and just as they are changing a fairytale into an altered tale of their own, they are putting their own story under a different scope by transforming it into a comic.  
- Show students how to use ComicLife by projecting example onto board.  
**Where, Why, What, Hook Tailor**: Interpersonal, intrapersonal, visual, verbal.

Student will know that while the script is a very large part of this project, they will need to be able to convey their ideas to people's eyes as well, and that being able to stimulate both will change how they and others understand the story. (See content notes) **Flowchart**: Students will put setting, characters, scene plot, quotes they want to be sure to include, and other notes in each of the five sections of the paper. **Think, Pair, Share**: Involves a three step cooperative structure. During the first step individuals think silently about what they will put in their comic and jot down quick notes. Students then pair up during the second step and exchange thoughts about each others comic ideas. Students then make the comic, and in the third step, the pairs share their responses with other pairs, other teams, or the entire group.  
**Equip, Explore, Rethink, Tailors**: Logical, Intrapersonal, Visual, Verbal.

Students will be taking a scene from a fairytale and changing the lead character to be very different from the student writing the piece. The students will then take the early drafts of these scenes and put it into a comic book format using the computer program "ComicLife"after being shown a screencast of how to use it. This will help them to better "see" their story, which could alert them to some issues there might be, or simply get them excited about filming. They can use images they've found online to make their comic, or they can take pictures of themselves and / or classmates to make their comic. I will be evaluating using a rubric when they have passed it all in.  
**Equip, Explore, Rethink, Tailors:** Interpersonal, Intrapersonal, bodily-kinesthetic, logical.

The teacher will grade the comic based on a rubric explained and posted on her website (which the students have access to) beforehand.

**Evaluate, Tailors:** Logical, visual, interpersonal, intrapersonal, verbal, and bodily-kinesthetic.

**Handouts**

List the items that need to be printed out for the lesson.  
- Graphic Organizer  
- Rubric

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

**Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.**

**Learning Styles**

**Clipboard:** Students will be using a graphic organizer to plan ahead what they want to put into their comics. This organizer will serve as sort of a checklist for their project.

**Microscope:** To better understand something is what a microscope wants, and to put a story in the form of a comic really does put it in a different "scope" which will help to give a deeper meaning to their pieces.

**Puppy:** Students will be working with a pretty user-friendly program, and with material that they themselves have made. If any help is needed throughout the process they are free to ask their peers for support, as well as the teacher.

**Beach Ball:** Students can take their own pictures or use ones they've found online. If they decide to take pictures themselves for their comics, they can ask other students to participate in the pictures as well. This is overall a very creative project, and is particularly stimulating to visual learners.

**Rationale:** Although this project appears at first to only appeal to the visual and verbal side of students, but with the option of taking their own pictures, students with a bodily-kinesthetic tendency can get up and move, and try make themselves the characters in the story.

**Standard 6 - Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.**

**Formative:** Students will complete a short comic based on the script they are writing which is based on a scene from a fairytale. They will use the program "ComicLife" to complete the task, and will be including both text and pictures in this project.

**Summative:** The final assessment of learning will come when they have presented their filmed scene made using the written play and iMovie. This will make students step into the place of someone (the main character) who has been made to be different from them. In this process, they’ll not only learn to use a valuable educational resource (iMovie) but they will also learn empathy through better understanding others during the writing process.

**Rationale:** Students can get rundown from seeing their own story from the same view point for too long. To help with the creative process as well as to show students that a script or idea can "come alive". Students who prefer visual aids or to move around the classroom will be the first burnt-out in script writing process, so giving them a chance to work with the script in a different more visual format with opportunities to move around can help students feel like the material is fresh, and that they wouldn't mind working with it further.

**Rationale:** Exploring narratives will help students learn to write from other points of view, and learn to mold and adapt stories.

**Standard 7 - Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Content Knowledge:** Playwriting (See content notes)

**MLR or CCSS:**

* **Content Area:** English
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* **Domain:** Writing
* **Cluster:** Text Types and Purposes
* **Standard:** 3: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**Facet:** Perspective

**Standard 8 - Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.**

**MI Strategies:**

- Verbal: The comics will feature dialogue, just in a new and interesting way. Whether it's in captions, thought bubbles, or word bubbles, the way they're setting up the text will allow them to re-evaluate their words and see them in a new light.

- Visual: The comic book will allow students to get a first real glance into what they have been writing. It's the first time that people are actually portraying what they have written in their scripts.

- Kinesthetic: Students may pose for pictures to be used in the comic to represent the characters in their story.

- Musical: Allow students to listen to music with their headphones on, while they are working in the part they work on alone.

- Interpersonal: In the "think, pair share" portion they will get to discuss their pieces with other students to see what they think, explain their own feelings toward the story, and ask questions of each other.

- Intrapersonal: Students will be given the option to just take pictures off of the internet instead of posing for them, or asking others to, in case they'd prefer to just sit and work quietly.

**Type II Technology:** iMovie video-making program.  
  
**Rationale:** Students will be able to use the video-making program iMovie to convey their messages, and ideas through a visual medium that also incorporates aural elements. This kind of presentation has the ability to reach more people than a presentation that is strictly visual or aural, or does not feature moving images.

**NETS STANDARDS FOR TEACHERS**

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

**Rationale:** a.) When students are working with a script, they tend to get tunnel vision and see the whole thing in only words and dialogue, they can let the action slip. But if they are putting their written stories into a comic format on the program ComicLife, they have to address what the characters will look like when they are portraying the scene. By being able to take pictures and quickly place that into comic-structured pieces of paper, they will feel like their work looks more professional and so they'll try harder on it to meet up with the quality of the program. It's also good for students to get to "see" their scenes, because that can really keep students excited when they're stuck in the rut of just writing the script.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

**Rationale:** d.) The comic is a good formative assessment because it checks that the students have begun writing their stories, and that they have a general outline already written, otherwise they would not be able to make the comic. It's also a good way for the students to really "see" their potential summative projects through a different lens (in this case, a comic book style). The whole unit focuses on storytelling and empathy, which are both abilities they will use throughout their schooling and even life.